

initiates

pretends

plans



**COR**  
*Advantage*

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Indiana Early Learning  
Development Framework  
(2015)*

## Indiana’s Early Learning Development Framework

## COR Advantage Items

English/Language Arts Foundation 1: Communication Process	
Early learners develop foundational skills to communicate effectively for a variety of purposes.	
<b>ELA1.1: Demonstrate receptive communication</b> Demonstrate continual growth in understanding increasingly complex and varied vocabulary	
<b>Infant</b>	
Respond to words or gestures	M. Listening and comprehension
Recognize familiar objects, people, and voices	<i>Does not align</i>
Orient to sounds in the environment	M. Listening and comprehension
<b>Younger Toddler</b>	
Respond to simple statements, requests, and/or gestures	M. Listening and comprehension
<b>Older Toddler</b>	
Respond to simple sentences, phrases, gestures and/or actions	M. Listening and comprehension
Follow simple one-step directions	M. Listening and comprehension
<b>Younger Preschool/Older Preschool</b>	
Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)	M. Listening and comprehension
<b>Younger Preschool</b>	
Listen to and follow multi-step directions with adult support	M. Listening and comprehension
<b>Older Preschool</b>	
Listen to and follow multi-step directions	M. Listening and comprehension
<b>ELA1.2: Demonstrate expressive communication</b>	
<b>Infant</b>	
Use facial expressions to communicate	D. Emotions
Use simple vocalizations to communicate	L. Speaking
Express sounds and patterns of home language	L. Speaking

## Indiana's Early Learning Development Framework

## COR Advantage Items

<i>English/Language Arts Foundation 1: Communication Process, CONT</i>	
<b>ELA1.2: Demonstrate expressive communication, CONT</b>	
<b>Younger Toddler</b>	
Use gestures to clarify communication	L. Speaking
Use single words or simple phrases	L. Speaking
<b>Older Toddler</b>	
Use gestures and actions to communicate	L. Speaking
Use simple phrases or simple sentences	L. Speaking
Talk about past, present, and future events	C. Reflection L. Speaking
<b>Younger Preschool/Older Preschool</b>	
Use complex gestures and actions to communicate	<i>Does not align</i>
<b>Younger Preschool</b>	
Use expanded sentences	L. Speaking
Describe activities and experiences with detail	C. Reflection L. Speaking
<b>Older Preschool</b>	
Use complex sentences	L. Speaking
Describe activities, experiences, and stories with expanded detail	C. Reflection L. Speaking Q. Book enjoyment and knowledge
Change word tense to indicate time	<i>Does not align</i>

## Indiana’s Early Learning Development Framework

## COR Advantage Items

<i>English/Language Arts Foundation 1: Communication Process, CONT</i>	
<b>ELA1.3: Demonstrate ability to engage in conversations</b>	
<b>Infant</b>	
Jointly attend to an object, event, or person	M. Listening and comprehension
<b>Younger Toddler</b>	
Demonstrate intent of communicating with others	M. Listening and comprehension
<b>Older Toddler</b>	
Take turns in a conversation	E. Building relationships with adults F. Building relationships with other children
Respond to a request for clarification	M. Listening and comprehension
<b>Younger Preschool/Older Preschool</b>	
Answer questions posed by adults or peers	M. Listening and comprehension
Ask questions for understanding and clarity	M. Listening and comprehension
Make on topic comments	M. Listening and comprehension
<b>Younger Preschool</b>	
Stay on topic in two-way conversation with others	E. Building relationships with adults F. Building relationships with other children
<b>Older Preschool</b>	
Stay on topic in two-way conversation that involves multiple turns	E. Building relationships with adults F. Building relationships with other children
Communicate actively in group activities	<i>Does not align</i>

## Indiana’s Early Learning Development Framework

## COR Advantage Items

<b>English/Language Arts Foundation 2: Early Reading</b>	
Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.	
<b>ELA2.1: Demonstrate awareness of the alphabet</b>	
<b>Younger Toddler</b>	
Distinguish words from pictures	P. Reading
<b>Older Toddler</b>	
Recognize and identify some frequently occurring letters in context	O. Alphabet knowledge
Recognize symbols have meaning	P. Reading
<b>Younger Preschool</b>	
Recognize and identify some uppercase and a few lowercase letters	O. Alphabet knowledge
<b>Older Preschool</b>	
Recognize and identify most uppercase and some lowercase letters	O. Alphabet knowledge P. Reading
Recognize own name in print	
<b>ELA2.2: Demonstrate phonological awareness</b>	
<b>Infant</b>	
Orient to sounds in the environment	N. Phonological awareness
Discriminate sounds in the environment	N. Phonological awareness
<b>Younger Toddler/Older Toddler</b>	
Begin to engage in word and sound play with adults	N. Phonological awareness
Distinguish between words that contain similar-sounding phonemes (pig-jig, cat-mat)	N. Phonological awareness
<b>Younger Preschool/Older Preschool</b>	
Demonstrate basic knowledge of letter-sound correspondence	N. Phonological awareness O. Alphabet knowledge
Engage in rhyming games and songs; can complete a familiar rhyme	N. Phonological awareness

## Indiana's Early Learning Development Framework

## COR Advantage Items

<i>English/Language Arts Foundation 2: Early Reading, CONT</i>	
<b>ELA2.2: Demonstrate phonological awareness, CONT</b>	
<b>Younger Preschool</b>	
Identify rhyming words in spoken language	N. Phonological awareness
Orally blend and segment familiar compound words, with modeling and support	N. Phonological awareness
Demonstrate awareness of sounds as separate units	N. Phonological awareness
<b>Older Preschool</b>	
Make rhymes to simple words	N. Phonological awareness
Identify, blend, and segment syllables in spoken words with modeling and support	N. Phonological awareness O. Alphabet knowledge
Isolate the initial sound in some words	N. Phonological awareness
<b>ELA2.3: Demonstrate awareness and understanding of concepts of print</b>	
<b>Infant</b>	
Look at books	Q. Book enjoyment and knowledge
Respond to songs	Y. Music
Listen to repetition of familiar words, songs, signs, rhymes, and stories	N. Phonological awareness Y. Music
<b>Younger Toddler</b>	
Bring a book to adult to read	E. Building relationships with adults
Look at a book independently	Q. Book enjoyment and knowledge
Pretend to read familiar books	Q. Book enjoyment and knowledge
Attend to pictures and text for several minutes	Q. Book enjoyment and knowledge

## Indiana's Early Learning Development Framework

## COR Advantage Items

English/Language Arts Foundation 2: Early Reading, CONT	
<b>ELA2.3: Demonstrate awareness and understanding of concepts of print, CONT</b>	
<b>Older Toddler</b>	
Recognize familiar books by cover	P. Reading
Recite parts of well-known stories, rhymes, and songs	Q. Book enjoyment and knowledge
Hold books with two hands and turns pages	Q. Book enjoyment and knowledge
<b>Younger Preschool</b>	
Begin to understand that books are comprised of written words	P. Reading Q. Book enjoyment and knowledge
Respond to and interact with read alouds of literary and informational text	M. Listening and comprehension
Hold books right side up and turn pages left to right	Q. Book enjoyment and knowledge
<b>Older Preschool</b>	
Know features of books such as title, author, and illustrator	<i>Does not align</i>
Understand that print carries meaning	P. Reading
Track words in a book from left to right, top to bottom, and page to page with adult support	Q. Book enjoyment and knowledge
<b>ELA2.4: Demonstrate comprehension</b>	
<b>Infant</b>	
Demonstrate interest in hearing a familiar story or book	M. Listening and comprehension P. Reading
Attend to caregiver's voice while being held and/or read to	M. Listening and comprehension P. Reading
<b>Younger Toddler</b>	
Show preference for familiar stories	Q. Book enjoyment and knowledge
With adult support, respond to simple questions about a story	M. Listening and comprehension Q. Book enjoyment and knowledge

## Indiana’s Early Learning Development Framework

## COR Advantage Items

<i>English/Language Arts Foundation 2: Early Reading, CONT</i>	
<b>ELA2.4: Demonstrate comprehension, CONT</b>	
<b>Older Toddler</b>	
Show preference for familiar stories and report phrases of the story	Q. Book enjoyment and knowledge
Answer simple questions about a story	M. Listening and comprehension
Tell a story from pictures in the book	P. Reading Q. Book enjoyment and knowledge
<b>Younger Preschool\Older Preschool</b>	
Respond and interact with stories (fictional and nonfictional)	M. Listening and comprehension Q. Book enjoyment and knowledge
Answer questions about a story	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Younger Preschool</b>	
With adult support, retell familiar stories	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
<b>Older Preschool</b>	
Retell familiar stories	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
<i>English/Language Arts Foundation 3: Early Writing</i>	
Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.	
<b>ELA3.1: Demonstrate mechanics of writing</b>	
<b>Infant</b>	
Use objects such as a crayon to make marks	R. Writing X. Art



## Indiana's Early Learning Development Framework

## COR Advantage Items

<i>English/Language Arts Foundation 3: Early Writing, CONT</i>	
<b>ELA3.1: Demonstrate mechanics of writing, CONT</b>	
<b>Younger Toddler/Older Toddler</b>	
Explore drawing, painting, and writing as a way of communicating	R. Writing X. Art
<b>Younger Toddler</b>	
Imitate drawing marks or scribbling	R. Writing X. Art
<b>Older Toddler</b>	
Make scribbles or shapes to convey meaning	R. Writing X. Art
Imitate simple lines and shapes	R. Writing
Experiment with a variety of writing tools, materials, and surfaces	R. Writing X. Art
<b>Younger Preschool</b>	
Recognize that drawings, paintings, and writings are meaningful representations	P. Reading
Copy simple lines and shapes	R. Writing
Create a simple picture	X. Art
Use writing tools with adult support	R. Writing X. Art
<b>Older Preschool</b>	
Create letter like shapes, symbols, letters, and words with modeling and support	R. Writing
Copy more complex lines, shapes, and some letters	R. Writing
Use writing tools	R. Writing X. Art

## Indiana's Early Learning Development Framework

## COR Advantage Items

<i>English/Language Arts Foundation 3: Early Writing, CONT</i>	
<b>ELA3.2: Demonstrate ability to communicate a story</b>	
<b>Infant</b>	
<i>See expressive communication skills</i>	
<b>Younger Toddler</b>	
<i>See expressive communication skills</i>	
<b>Older Toddler</b>	
Draw pictures and scribble to generate and express ideas	R. Writing X. Art
<b>Older Toddler/Younger Preschool</b>	
Dictate a story for an adult to write	L. Speaking
<b>Younger Preschool</b>	
Use pictures, letters, and symbols to communicate a story	R. Writing X. Art
<b>Younger Preschool/Older Preschool</b>	
Create writing with the intent of communicating	R. Writing X. Art
<b>Older Preschool</b>	
Dictate a story that demonstrates simple details and narrative structure	L. Speaking
Use letters, symbols, and words to share an idea with someone	R. Writing
Use writing to label drawings	R. Writing

## Indiana’s Early Learning Development Framework

## COR Advantage Items

<b>Mathematics Foundation 1: Numeracy</b>	
Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.	
<b>M1.1: Demonstrate strong sense of counting</b>	
<b>Infant</b>	
Repeat a movement like a clap	<i>Does not align</i>
<b>Younger Toddler</b>	
Imitate verbal counting sequence not necessarily in order	S. Number and counting
Line up or organize objects	V. Patterns
<b>Older Toddler</b>	
Count the number sequence 1-5	S. Number and counting
Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence	S. Number and counting
<b>Younger Preschool</b>	
Count the number sequence 1-15	S. Number and counting
Count backward from 5 with adult support	<i>Does not align</i>
Recognize that the count remains the same regardless of the order or arrangement of the objects	S. Number and counting
Apply one-to-one correspondence with objects and people	S. Number and counting
Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5	S. Number and counting W. Data analysis
Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize)	<i>Does not align</i>

## Indiana's Early Learning Development Framework

## COR Advantage Items

Mathematics Foundation 1: Numeracy, CONT	
<b>M1.1: Demonstrate strong sense of counting, CONT</b>	
<b>Older Preschool</b>	
Count the number sequence 1-20	S. Number and counting
Count backward from 10	<i>Does not align</i>
Recognize the last number name said tells the number of objects counted	S. Number and counting
Draw pictures, symbols, or use manipulatives to represent spoken number 0-10	S. Number and counting W. Data analysis
Identify, without counting, small quantities of items (1-4) presented in an irregular or unfamiliar pattern (subitize)	<i>Does not align</i>
<b>M1.2: Demonstrate understanding of written numerals</b>	
<b>Younger Toddler</b>	
Identify numerals as different from letters or other symbols	S. Number and counting
<b>Older Toddler</b>	
Begin to recognize that number symbols indicate quantity	S. Number and counting
Begin to recognize different number symbols indicate different quantities	S. Number and counting
<b>Younger Preschool</b>	
Match number symbols with amounts 1-3	S. Number and counting
<b>Older Preschool</b>	
Match number symbols with amounts 1-10	S. Number and counting
Name written numerals from 0-10	S. Number and counting
Write numerals 1-10	R. Writing

## Indiana's Early Learning Development Framework

## COR Advantage Items

<i>Mathematics Foundation 1: Numeracy, CONT</i>	
<b>M1.3: Recognition of number relations</b>	
<b>Infant</b>	
Explore objects one at a time	S. Number and counting
Indicate a desire for more	S. Number and counting
Give <i>more</i> when asked	<i>Does not align</i>
<b>Younger Toddler</b>	
Identify which is more	S. Number and counting
Begin to develop the concepts of more and less	S. Number and counting
Give <i>all</i> objects when asked	<i>Does not align</i>
Separate a whole quantity of something into parts	W. Data analysis
<b>Older Toddler</b>	
Visually identify sets of quantities of large differences (using terms more and/or fewer)	S. Number and counting U. Measurement
Begin to identify first and last	<i>Does not align</i>
Give <i>some</i> when asked	<i>Does not align</i>
Give the <i>rest</i> when asked	<i>Does not align</i>
Communicate that something is split in <i>half</i>	S. Number and counting W. Data analysis
Understand the basic concept of <i>none</i>	<i>Does not align</i>

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b>Mathematics Foundation 1: Numeracy, CONT</b>	
<b>M1.3: Recognition of number relations, CONT</b>	
<b>Younger Preschool</b>	
Readily identify first and last	<i>Does not align</i>
Correctly use the words for comparing quantities	S. Number and counting U. Measurement
Separate sets of 6 or fewer objects into equal groups	S. Number and counting W. Data analysis
Demonstrate the understanding of the concept of <i>after</i>	T. Geometry: Shapes and spatial awareness
<b>Older Preschool</b>	
Identify when 2 sets are equal using matching and counting strategies	S. Number and counting W. Data analysis
Correctly use the words for position	T. Geometry: Shapes and spatial awareness
Compare the values of two numbers from 1 to 10 presented as written numerals	S. Number and counting W. Data analysis
Demonstrate the understanding of the concept of <i>before</i>	T. Geometry: Shapes and spatial awareness
<b>Mathematics Foundation 2: Computation and Algebraic Thinking</b>	
Early learners develop foundational skills in learning to understand mathematic structure and patterning.	
<b>M2.1: Exhibit understanding of mathematic structure</b>	
<b>Younger Toddler</b>	
Take away objects or combine groups when asked	W. Data analysis
Attend to a new object in a group of objects	W. Data analysis
<b>Older Toddler</b>	
Describe that something was taken away	W. Data analysis
Identify that an object has been added to a group	W. Data analysis
Begin to make reasonable estimates related to quantity	<i>Does not align</i>

**Indiana’s Early Learning Development Framework**

**COR Advantage Items**

<b>Mathematics Foundation 2: Computation and Algebraic Thinking, CONT</b>	
<b>M2.1: Exhibit understanding of mathematic structure, CONT</b>	
<b>Younger Preschool</b>	
Begin to understand that numbers can be composed and decomposed to create new numbers	S. Number and counting W. Data analysis
<b>Older Preschool</b>	
Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	S. Number and counting W. Data analysis
<b>M2.2: Demonstrate awareness of patterning</b>	
<b>Infant</b>	
Show interest in visual, auditory, and tactile patterns	V. Patterns
Recognize daily routines	HH. History
<b>Younger Toddler</b>	
Follow along and imitate patterns of sounds and movement	Y. Music Z. Movement
Clap or move to a beat	Z. Movement
<b>Older Toddler</b>	
Recognize natural patterns in the environment	V. Patterns
Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects	V. Patterns
Show greater recognition of daily routines	HH. History
<b>Younger Preschool</b>	
Physically extend simple ABAB patterns of concrete objects to other concrete objects	V. Patterns

## Indiana’s Early Learning Development Framework

## COR Advantage Items

<b>Mathematics Foundation 2: Computation and Algebraic Thinking, CONT</b>	
<b>M2.2: Demonstrate awareness of patterning, CONT</b>	
<b>Older Preschool</b>	
Begin to create and extend a new simple pattern	V. Patterns
<b>Younger Preschool/Older Preschool</b>	
Understand sequence of events when clearly explained	HH. History
<b>Mathematics Foundation 3: Data Analysis</b>	
Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.	
<b>M3.1: Demonstrate understanding of classifying</b>	
<b>Younger Toddler</b>	
Identify attributes of objects with adult support	W. Data analysis BB. Observing and classifying
<b>Older Toddler</b>	
Identify similarities and differences in objects	BB. Observing and classifying
<b>Younger Preschool</b>	
Sort, classify, and compare objects	BB. Observing and classifying
<b>Older Preschool</b>	
Explain simple sorting or classifying strategies	BB. Observing and classifying
Sort a group of objects in multiple ways	W. Data analysis
Create and describe simple graphs	W. Data analysis



## Indiana’s Early Learning Development Framework

## COR Advantage Items

<b>Mathematics Foundation 4: Geometry</b>	
Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.	
<b>M4.1: Understanding of spatial relationships</b>	
<b>Infant</b>	
Explore how things fit and move	J. Fine-motor skills
Put object in, out, on, and off of other things	T. Geometry: Shapes and spatial awareness
<b>Younger Toddler</b>	
Begin to combine shapes to make new shapes	T. Geometry: Shapes and spatial awareness
Hide behind or between objects for play	T. Geometry: Shapes and spatial awareness
<b>Older Toddler</b>	
Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance	J. Fine-motor skills
<b>Younger Preschool/Older Preschool</b>	
Complete lined tangram or pattern block puzzles using basic shapes	T. Geometry: Shapes and spatial awareness
<b>Younger Preschool</b>	
Use position terms such as in, on, and under	T. Geometry: Shapes and spatial awareness
<b>Older Preschool</b>	
Use position terms such as above, below, beside, and between	T. Geometry: Shapes and spatial awareness
<b>M4.2: Exhibit ability to identify, describe, analyze, compare and create shapes</b>	
<b>Younger Toddler</b>	
Match identical simple shapes	T. Geometry: Shapes and spatial awareness
<b>Older Toddler</b>	
Match similar shapes that are different sizes, and different orientation with a variety of two-dimensional shapes	T. Geometry: Shapes and spatial awareness

**Indiana’s Early Learning Development Framework**

**COR Advantage Items**

<b>Mathematics Foundation 4: Geometry, CONT</b>	
<b>M4.2: Exhibit ability to identify, describe, analyze, compare and create shapes, CONT</b>	
<b>Younger Preschool</b>	
Match similar shapes when given a variety of three dimensional shapes	T. Geometry: Shapes and spatial awareness
Start to identify the attributes of shapes	T. Geometry: Shapes and spatial awareness
Use names of two- dimensional shapes (e.g., square; triangle; circle) when identifying objects	T. Geometry: Shapes and spatial awareness
Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)	T. Geometry: Shapes and spatial awareness
<b>Older Preschool</b>	
Use the attributes of shapes to distinguish between shapes	T. Geometry: Shapes and spatial awareness
Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	T. Geometry: Shapes and spatial awareness
<b>Mathematics Foundation 5: Measurement</b>	
Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.	
<b>M5.1: Understand concept of time</b>	
<b>Infant</b>	
Cooperate with a routine	G. Community
<b>Younger Toddler</b>	
Follow a daily schedule	G. Community
<b>Older Toddler</b>	
Follow steps in a simple routine	G. Community
<b>Younger Preschool</b>	
Understand time limit cue	<i>Does not align</i>
Understand transition from one activity to the next	G. Community
Tell what activity comes before and after	HH. History

## Indiana's Early Learning Development Framework

## COR Advantage Items

Mathematics Foundation 5: Measurement, CONT	
<b>M5.1: Understand concept of time, CONT</b>	
<b>Older Preschool</b>	
Know daily concepts of earlier and later, morning and afternoon	HH. History
<b>M5.2: Understand measurement through description and comparison</b>	
<b>Infant</b>	
Explore objects with different shapes and sizes	U. Measurement
Begin to understand that different size containers hold more or less	U. Measurement
<b>Younger Toddler</b>	
Use any basic measurement word or gesture to express measurable attributes, such as big/little, hot/cold	U. Measurement
<b>Older Toddler</b>	
Sort objects into two categories based on attributes	W. Data analysis BB. Observing and classifying
Explore measurement using non-standard tools	U. Measurement
<b>Younger Preschool</b>	
Directly compare and describe two objects with a measurable attribute	U. Measurement
Measure length and volume (capacity) using non-standard measurement tools	U. Measurement
<b>Older Preschool</b>	
Directly compare and describe two or more objects with a measurable attribute	U. Measurement
Measure length and volume (capacity) using a standard measurement tool	U. Measurement

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b>Social Emotional Foundation 1: Sense of Self</b>	
Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.	
<b>SE1.1: Demonstrate self awareness and confidence</b>	
<b>Infant</b>	
Respond to own name	M. Listening and comprehension
Show interest in environmental choices	A. Initiative and planning
Communicate to indicate physical and emotional needs	D. Emotions
<b>Younger Toddler</b>	
Identify image of self	FF. Knowledge of self and others
Say own name	L. Speaking
Show knowledge of own abilities	<i>Does not align</i>
<b>Older Toddler</b>	
Use gestures and actions to reference self in conversation	L. Speaking
Demonstrate use of personal pronouns	L. Speaking FF. Knowledge of self and others
Show sense of self satisfaction with own abilities and preferences	<i>Does not align</i>
Begin to show independence by occasionally resisting adult control	<i>Does not align</i>
<b>Younger Preschool</b>	
Recognize self as a unique individual	FF. Knowledge of self and others
Describe personal characteristics	FF. Knowledge of self and others
Show sense of self satisfaction with own abilities, preferences, and accomplishments	<i>Does not align</i>
<b>Older Preschool</b>	
Identify self as a unique member of a group that fits into a larger world picture	FF. Knowledge of self and others
Show confidence in a range of abilities and the capacity to take on and accomplish new tasks	<i>Does not align</i>
Show independence in own choices	A. Initiative and planning

## Indiana's Early Learning Development Framework

## COR Advantage Items

<i>Social Emotional Foundation 1: Sense of Self, CONT</i>	
<b>SE1.2: Demonstrate identification and expression of emotions</b>	
<b>Infant</b>	
Communicate to express pleasure or displeasure	D. Emotions K. Personal care and healthy behavior
Use cues to signal overstimulation	D. Emotions K. Personal care and healthy behavior
Respond positively to adults who provide comfort	E. Building relationships with adults
Use sounds and body to express feelings	D. Emotions
<b>Younger Toddler</b>	
Communicate feelings and emotions	D. Emotions
Express emotion toward a familiar person	D. Emotions
Imitate comforting behaviors of caregivers	AA. Pretend play
Use sounds, gestures, and actions to express feelings	D. Emotions
<b>Older Toddler</b>	
Express both positive and negative feelings about participating in activities	D. Emotions
Observe a peer's emotion and approach a familiar adult to communicate concern	D. Emotions
Demonstrate empathy to another child	D. Emotions
Begin to use words to express feelings	D. Emotions
<b>Younger Preschool</b>	
Recognize own emotions and the emotions of others	D. Emotions
Look to adults for emotional support and guidance	D. Emotions
Use a combination of words, phrases, and actions to express feelings	D. Emotions

Indiana’s Early Learning Development Framework

COR Advantage Items

<b>Social Emotional Foundation 1: Sense of Self, CONT</b>	
<b>SE1.2: Demonstrate identification and expression of emotions, CONT</b>	
<b>Older Preschool</b>	
Identify own emotions and the emotions of others	D. Emotions
Express and accurately respond to emotions of self and others	D. Emotions
Predict reactions from others	D. Emotions
Effectively use sentences and actions to express feelings	D. Emotions
<b>Social Emotional Foundation 2: Self-Regulation</b>	
Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.	
<b>SE2.1: Demonstrate self control</b>	
<b>Infant</b>	
Develop an awareness of transitions, schedules, and routines with adult prompts	G. Community
Develop self-soothing when an adult provides comfort techniques	<i>Does not align</i>
Express desires and feelings by using gestures and actions	D. Emotions
<b>Younger Toddler/Older Toddler</b>	
Follow simple routines with adult support	G. Community
<b>Younger Toddler</b>	
Self-soothe with minimal adult support	<i>Does not align</i>
Demonstrate the beginnings of impulse control with adult support	H. Conflict resolution
<b>Older Toddler</b>	
Self-soothe independently	<i>Does not align</i>
Regulate some impulses with adult support	H. Conflict resolution
<b>Younger Preschool</b>	
Manage transitions and adapt to changes in schedules, routines, and situations with adult support	G. Community

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b><i>Social Emotional Foundation 2: Self-Regulation, CONT</i></b>	
<b>SE2.1: Demonstrate self control, CONT</b>	
<b>Older Preschool</b>	
Manage transitions and adapt to changes in schedules, routines, and situations independently	G. Community
<b>Younger Preschool/Older Preschool</b>	
Regulate own emotions and behaviors with others with adult support when needed	H. Conflict resolution
<b>Younger Preschool</b>	
Regulate a range of impulses with adult support	H. Conflict resolution
<b>Older Preschool</b>	
Regulate a range of impulses	H. Conflict resolution
<b><i>Social Emotional Foundation 3: Conflict Resolution</i></b>	
Early learners develop foundational skills that support conflict resolution.	
<b>SE3.1: Demonstrate conflict resolution</b>	
<b>Infant</b>	
Show awareness of possible conflict by demonstrating distress	D. Emotions H. Conflict resolution
<b>Younger Toddler</b>	
Engage in conflict with peers regarding possession of items	H. Conflict resolution
Imitate how others solve conflicts	H. Conflict resolution
Experiment with trial and error approaches to solve simple problems and conflicts	B. Problem solving with materials H. Conflict resolution
<b>Older Toddler</b>	
Engage in simple conflict resolution strategies with adult support	H. Conflict resolution
Begin to use language skills instead of physical force to resolve conflicts	H. Conflict resolution

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b><i>Social Emotional Foundation 3: Conflict Resolution, CONT</i></b>	
<b>SE3.1: Demonstrate conflict resolution, CONT</b>	
<b>Younger Preschool</b>	
Negotiate to resolve social conflicts with peers with modeling and support	H. Conflict resolution
Use words during a conflict instead of physical force	H. Conflict resolution
<b>Older Preschool</b>	
Independently initiate conflict resolution strategies with peers and seek adult support when necessary	H. Conflict resolution
<b><i>Social Emotional Foundation 4: Building Relationships</i></b>	
Early learners develop foundational skills that support social development and engagement with others.	
<b>SE4.1: Demonstrate relationship skills</b>	
<b>Infant</b>	
Engage in simple social interactions with adults	E. Building relationships with adults
Exhibit caution of unfamiliar adults	<i>Does not align</i>
Use key adults as a secure base when exploring the environment	E. Building relationships with adults
Notice other children in their environment	F. Building relationships with other children
Engage in onlooker play	F. Building relationships with other children
Begin to exhibit skills in solitary play	A. Initiative and planning
<b>Younger Toddler</b>	
Engage in social interactions with familiar adults	E. Building relationships with adults
Show feelings of security with familiar adults	E. Building relationships with adults



## Indiana's Early Learning Development Framework

## COR Advantage Items

<b>Social Emotional Foundation 4: Building Relationships, CONT</b>	
<b>SE4.1: Demonstrate relationship skills, CONT</b>	
<b>Younger Toddler, CONT</b>	
Seek adult assistance with challenges, but may refuse help and may say no	E. Building relationships with adults
Use social referencing when encountering new experiences	E. Building relationships with adults F. Building relationships with other children
Observe friendship skills in the environments	F. Building relationships with other children
Engage in solitary play	A. Initiative and planning
Begin to exhibit skills in parallel play	F. Building relationships with other children
<b>Older Toddler</b>	
Stay connected with familiar adults	E. Building relationships with adults
Separate from familiar adults in a familiar setting with minimal distress	<i>Does not align</i>
Ask for adult assistance when having difficulty in a social situation	E. Building relationships with adults
Imitate and model friendship skills	F. Building relationships with other children
Engage in parallel play	F. Building relationships with other children
Begin to exhibit skills in associative play	F. Building relationships with other children
<b>Younger Preschool</b>	
Request and accept guidance from familiar adults	E. Building relationships with adults
<b>Older Preschool</b>	
Show affection to familiar adults and peers using more complex words and actions	E. Building relationships with adults F. Building relationships with other children
<b>Younger Preschool/Older Preschool</b>	
Accept compromises when suggested by a peer or adult	E. Building relationships with adults F. Building relationships with other children H. Conflict resolution
Gauge response based on the facial expressions of others	<i>Does not align</i>

## Indiana's Early Learning Development Framework

## COR Advantage Items

<i>Social Emotional Foundation 4: Building Relationships, CONT</i>	
<b>SE4.1: Demonstrate relationship skills, CONT</b>	
<b>Younger Preschool</b>	
Exhibit age appropriate friendship skills to engage in effective play and learning experiences	F. Building relationships with other children
Engage in associative play	F. Building relationships with other children
Participate in cooperative play experiences with some adult guidance	F. Building relationships with other children
<b>Older Preschool</b>	
Maintain consistent friendships	F. Building relationships with other children
Engage in cooperative play experiences for sustained periods of time	F. Building relationships with other children

## Indiana’s Early Learning Development Framework

## COR Advantage Items

<b>Approaches to Play and Learning Foundation 1: Initiative and Exploration</b>	
Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.	
<b>APL1.1: Demonstrate initiative and self-direction</b>	
<b>Infant</b>	
Respond to a stimulating environment	A. Initiative and planning
Show curiosity/interest in surroundings	A. Initiative and planning
Show eagerness and delight in self, others, and surroundings	A. Initiative and planning
<b>Younger Toddler</b>	
Show interest in what others are doing	E. Building relationships with adults F. Building relationships with other children
Select desired object from several options	A. Initiative and planning
Begin to show curiosity/interest in new objects, experiences, and people	A. Initiative and planning
<b>Older Toddler</b>	
At times, initiate a new task	A. Initiative and planning
Verbally express a desire to complete task by self	A. Initiative and planning
Independently select and use materials	A. Initiative and planning
<b>Younger Preschool</b>	
Initiate new tasks by self	A. Initiative and planning
With support, use a variety of resources to explore materials and ideas	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions.
Explore and manipulate familiar objects in new and imaginative ways	AA. Pretend play
<b>Older Preschool</b>	
Take initiative to learn new concepts and try new experiences	A. Initiative and planning
Seek and gather new information to plan for projects and activities	A. Initiative and planning

## Indiana’s Early Learning Development Framework

## COR Advantage Items

<b>Approaches to Play and Learning Foundation 1: Initiative and Exploration, CONT</b>	
Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.	
<b>APL1.2: Demonstrate interest and curiosity as a learner</b>	
<b>Infant</b>	
Show budding interest in how objects work	B. Problem solving with materials
Try a variety of approaches to get desired outcomes	B. Problem solving with materials
Physically explore new ways to use objects and observe results	CC. Experimenting, predicting, and drawing conclusions
<b>Younger Toddler</b>	
Ask questions about familiar objects, people, and experiences	L. Speaking
Begin to show curiosity and interest in new objects, experiences, and people	A. Initiative and planning
Explore and manipulate familiar objects in the environment	CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler</b>	
Ask questions about novel objects, people, and experiences	L. Speaking
Demonstrate enthusiasm for new learning (may be within familiar contexts)	<i>Does not align</i>
Use active exploration to solve a problem	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Younger Preschool/Older Preschool</b>	
Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	A. Initiative and planning
Communicate a desire to learn new concepts or ideas	A. Initiative and planning
Exhibit willingness to try new experiences	<i>Does not align</i>
Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

## Indiana's Early Learning Development Framework

## COR Advantage Items

<i>Approaches to Play and Learning Foundation 2: Flexible Thinking</i>	
<b>APL2.1: Demonstrate development of flexible thinking skills during play</b>	
<b>Infant</b>	
Manipulate objects	BB. Observing and classifying
Imitate actions	AA. Pretend play
<b>Younger Toddler</b>	
Use objects for real or imagined purposes	AA. Pretend play
<b>Older Toddler</b>	
Substitute one object for another in pretend play or pretend with objects that may or may not be present	AA. Pretend play
Show creativity, inventiveness, and flexibility in approach to play with adult guidance	AA. Pretend play
<b>Younger Preschool</b>	
Find a creative or inventive way of doing a familiar task or solving a problem with adult guidance	B. Problem solving with materials
Begin to demonstrate flexibility in approach to play and learning	B. Problem solving with materials
Adjust approach to task to resolve difficulties with adult support	B. Problem solving with materials
<b>Older Preschool</b>	
Demonstrate inventiveness, imagination, and creativity to solve a problem	B. Problem solving with materials
Develop recovery skills from setbacks and differences in opinion in a group setting	D. Emotions

## Indiana’s Early Learning Development Framework

## COR Advantage Items

<b>Approaches to Play and Learning Foundation 3: Attentiveness and Persistence</b>	
Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.	
<b>APL3.1: Demonstrate development of sustained attention and persistence</b>	
<b>Infant</b>	
Examine objects for brief periods of time	BB. Observing and classifying
Express discomfort when needs are not met	D. Emotions
Repeat actions to make something happen again	C. Reflection CC. Experimenting, predicting, and drawing conclusions
<b>Younger Toddler</b>	
Jointly attend to books for several minutes	<i>Does not align</i>
Engage and persist with an activity, toy, or object, but is easily distracted	A. Initiative and planning
Engage for longer periods of time when trying to work through tasks	A. Initiative and planning B. Problem solving with materials
<b>Older Toddler</b>	
Attend to a book for longer periods of time (jointly or independently)	<i>Does not align</i>
Focus on an activity for short periods of time despite distractions	A. Initiative and planning
Repeat an activity many times in order to master it, even if setbacks occur	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Younger Preschool/Older Preschool</b>	
Independently attend to a book from beginning to end	<i>Does not align</i>
<b>Younger Preschool</b>	
Demonstrate ability to delay gratification for short periods of time	<i>Does not align</i>
See an activity through to completion	A. Initiative and planning

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b>Approaches to Play and Learning Foundation 3: Attentiveness and Persistence, CONT</b>	
<b>APL3.1: Demonstrate development of sustained attention and persistence, CONT</b>	
<b>Older Preschool</b>	
Focus on an activity with deliberate concentration despite distractions and/or temptations	A. Initiative and planning
Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress	A. Initiative and planning B. Problem solving with materials
Persist in trying to complete a task after previous attempts have failed	B. Problem solving with materials
<b>Approaches to Play and Learning Foundation 4: Social Interactions</b>	
Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.	
<b>APL4.1: Demonstrate development of social interactions during play</b>	
<b>Infant</b>	
Engage in onlooker play	F. Building relationships with other children AA. Pretend play
Begin to exhibit skills in solitary play	A. Initiative and planning
Show interest in children who are playing nearby	F. Building relationships with other children
<b>Younger Toddler</b>	
Engage in solitary play	A. Initiative and planning
Begin to exhibit skills in parallel play	F. Building relationships with other children
Show preference for certain peers over time although these preferences may shift	F. Building relationships with other children
<b>Older Toddler</b>	
Engage in parallel play	F. Building relationships with other children
Begin to exhibit skills in associative play	F. Building relationships with other children
Participate in play activities with a small group of children for short periods of time	F. Building relationships with other children

## Indiana’s Early Learning Development Framework

## COR Advantage Items

<i>Approaches to Play and Learning Foundation 4: Social Interactions, CONT</i>	
<b>APL4.1: Demonstrate development of social interactions during play, CONT</b>	
<b>Younger Preschool</b>	
Engage in associative play	F. Building relationships with other children
Participate in cooperative play activities with some adult guidance	F. Building relationships with other children
Participate in play activities with a small group of children	F. Building relationships with other children AA. Pretend play
<b>Older Preschool</b>	
Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation	F. Building relationships with other children AA. Pretend play
Demonstrate cooperative behavior in interactions with others	E. Building relationships with adults F. Building relationships with other children AA. Pretend play
Begin to accept and share leadership	G. Community AA. Pretend play



## Indiana’s Early Learning Development Framework

## COR Advantage Items

<b>Science Foundation 1: Physical Science</b>	
Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.	
<b>SC1.1: Demonstrate ability to explore objects in the physical world</b>	
<b>Infant</b>	
Observe and experience the environment using all five senses	BB. Observing and classifying
React to changes in light	DD. Natural and physical world
Focus attention on sounds, movement, and objects	BB. Observing and classifying
<b>Younger Toddler</b>	
Notice and react to cause and effect within the physical environment	CC. Experimenting, predicting, and drawing conclusions
Use tools to explore the physical environment	EE. Tools and technology
<b>Older Toddler</b>	
Use simple words to describe sensory experiences, objects, and how objects move	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology
Identify and solve problems in the environment through active exploration	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Younger Preschool</b>	
Use senses to learn about concepts of weight, motion, and force	CC. Experimenting, predicting, and drawing conclusions
Ask questions about physical properties and changes in the physical world	DD. Natural and physical world
<b>Older Preschool</b>	
Use senses to describe concepts of weight, motion, and force	CC. Experimenting, predicting, and drawing conclusions
Ask questions and draw conclusions about physical properties and the physical world	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world

## Indiana's Early Learning Development Framework

## COR Advantage Items

<i>Science Foundation 1: Physical Science, CONT</i>	
<b>SC1.2: Demonstrate awareness of the physical properties of objects</b>	
<b>Infant</b>	
Notice cause and effect within the physical environment	CC. Experimenting, predicting, and drawing conclusions
Perform actions with objects and observe results	CC. Experimenting, predicting, and drawing conclusions
<b>Younger Toddler</b>	
Begin to identify physical attributes of objects	BB. Observing and classifying
Imitate the actions of others as they explore objects	CC. Experimenting, predicting, and drawing conclusions
Copy patterns and rhythms with objects	V. Patterns
<b>Older Toddler</b>	
Describe physical properties using simple words	BB. Observing and classifying
<b>Younger Preschool/Older Preschool</b>	
Identify materials that make up objects	BB. Observing and classifying
<b>Younger Preschool</b>	
Investigate and describe observable properties of objects	CC. Experimenting, predicting, and drawing conclusions
Match objects by physical attributes	BB. Observing and classifying
<b>Older Preschool</b>	
Use evidence from investigations to describe observable properties of objects	CC. Experimenting, predicting, and drawing conclusions
Sort objects into categories based on physical attributes and explain reasoning	BB. Observing and classifying

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b>Science Foundation 2: Earth and Space Science</b>	
Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.	
<b>SC2.1: Recognize the characteristics of Earth and sky</b>	
<b>Infant</b>	
Establish activity patterns based on day and night	<i>Does not align</i>
Explore and react to different indoor and outdoor surfaces	DD. Natural and physical world
<b>Younger Toddler</b>	
Notice and gesture to different objects in the sky	DD. Natural and physical world
Explore the natural environment	DD. Natural and physical world
<b>Older Toddler</b>	
Notice own shadow	DD. Natural and physical world
Name objects in the sky	DD. Natural and physical world
Use tools to explore various earth materials	EE. Tools and technology
<b>Younger Preschool</b>	
Notice the shadows of others and objects	DD. Natural and physical world
Describe different objects in the sky	DD. Natural and physical world
Describe various earth materials	DD. Natural and physical world
<b>Older Preschool</b>	
Describe how shadows change through the day	DD. Natural and physical world
Describe typical day and night activities	DD. Natural and physical world
Classify various earth materials	BB. Observing and classifying
Describe how the Earth's surface is made up of different materials	DD. Natural and physical world
<b>SC2.2: Recognize seasonal and weather related changes</b>	
<b>Infant</b>	
Observe and experience the difference in climate/weather	DD. Natural and physical world

## Indiana's Early Learning Development Framework

## COR Advantage Items

Indiana's Early Learning Development Framework	COR Advantage Items
<b>Science Foundation 2: Earth and Space Science, CONT</b>	
<b>SC2.2: Recognize seasonal and weather related changes, CONT</b>	
<b>Younger Toddler</b>	
Observe and investigate environment, nature, and climate/weather	DD. Natural and physical world
<b>Older Toddler</b>	
Communicate awareness that the environment, weather, and seasons change	DD. Natural and physical world
Name different kinds of weather	DD. Natural and physical world
<b>Younger Preschool/Older Preschool</b>	
Communicate awareness of seasonal changes	DD. Natural and physical world
<b>Younger Preschool</b>	
Describe weather conditions using correct terminology	DD. Natural and physical world
<b>Older Preschool</b>	
Describe how weather changes	DD. Natural and physical world
<b>Science Foundation 3: Life Science</b>	
Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.	
<b>SC3.1: Demonstrate awareness of life</b>	
<b>Infant</b>	
Demonstrate interest in and interact with plants, animals, and people	DD. Natural and physical world
Discover body parts	FF. Knowledge of self and others
<b>Younger Toddler</b>	
Identify living organisms by name	DD. Natural and physical world
Name basic body parts	K. Personal care and healthy behavior

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b>Science Foundation 3: Life Science, CONT</b>	
<b>SC3.1: Demonstrate awareness of life, CONT</b>	
<b>Older Toddler</b>	
Name characteristics of living organisms	DD. Natural and physical world
Name more complex body parts	K. Personal care and healthy behavior
<b>Younger Preschool</b>	
Identify the correct names for adult and baby animals	DD. Natural and physical world
Compare attributes of living organisms	BB. Observing and classifying DD. Natural and physical world
<b>Older Preschool</b>	
Differentiate animals from plants	BB. Observing and classifying DD. Natural and physical world
Discriminate between living organisms and non-living objects	BB. Observing and classifying DD. Natural and physical world
Ask questions and conduct investigations to understand life science	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
<b>Younger Preschool/Older Preschool</b>	
Identify and describe the function of body parts	DD. Natural and physical world
<b>Science Foundation 4: Engineering</b>	
Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.	
<b>SC4.1: Demonstrate engineering design skills</b>	
<b>Infant</b>	
Demonstrate an interest in human made objects	BB. Observing and classifying
Explore and manipulate human made objects	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions

## Indiana's Early Learning Development Framework

## COR Advantage Items

Indiana's Early Learning Development Framework	COR Advantage Items
<b>Science Foundation 4: Engineering, CONT</b>	
<b>SC4.1: Demonstrate engineering design skills, CONT</b>	
<b>Younger Toddler</b>	<i>Does not align</i>
Test limits of the environment	<i>Does not align</i>
Begin to construct and deconstruct using readily available materials	CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler</b>	
Use tools to serve a purpose or solve a problem	EE. Tools and technology
Notice whether the solution was successful	CC. Experimenting, predicting, and drawing conclusions
Use complex motions to play with simple machines	EE. Tools and technology
<b>Younger Preschool</b>	
Identify a problem or need and create a plan to solve	A. Initiative and planning B. Problem solving with materials
Use classroom objects that function as simple machines to enhance play	EE. Tools and technology
<b>Older Preschool</b>	
Select materials and implement a designated plan	A. Initiative and planning
Evaluate and communicate solution outcomes	CC. Experimenting, predicting, and drawing conclusions
Use classroom objects to create simple machines to enhance play	EE. Tools and technology
<b>Science Foundation 5: Scientific Inquiry and Method</b>	
Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.	
<b>SC5.1: Demonstrate scientific curiosity</b>	
<b>Infant</b>	
Observe and show interest in objects, organisms, and events in the environment	DD. Natural and physical world
<b>Younger Toddler</b>	
Demonstrate curiosity	BB. Observing and classifying DD. Natural and physical world

## Indiana's Early Learning Development Framework

## COR Advantage Items

<i>Science Foundation 5: Scientific Inquiry and Method, CONT</i>	
<b>SC5.1: Demonstrate scientific curiosity, CONT</b>	
<b>Infant/Younger Toddler</b>	
Actively explore the environment	A. Initiative and planning
<b>Infant</b>	
Repeat actions that cause an interesting effect	B. Problem solving with materials C. Reflection CC. Experimenting, predicting, and drawing conclusions
<b>Younger Toddler</b>	
Solve problems using trial and error	B. Problem solving with materials
<b>Older Toddler</b>	
Demonstrate curiosity and ask for more information	M. Listening and comprehension
Use tools to explore the environment	EE. Tools and technology
<b>Younger Preschool</b>	
Observe with a focus on details	BB. Observing and classifying
Use simple tools to extend investigations	EE. Tools and technology
Identify self and/or own actions as scientific	CC. Experimenting, predicting, and drawing conclusions
<b>Older Preschool</b>	
Discuss ways that people can affect the environment in positive and negative ways	DD. Natural and physical world
Independently use simple tools to conduct an investigation to increase understanding	EE. Tools and technology
Engage in a scientific experiment with peers	CC. Experimenting, predicting, and drawing conclusions
Communicate results of an investigation	CC. Experimenting, predicting, and drawing conclusions

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b>Social Studies Foundation 1: Self</b>	
Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.	
<b>SS1.1: Demonstrate development of self</b>	
<b>Infant</b>	
Respond to celebrations and other cultural events if observed	<i>Does not align</i>
Engage in onlooker play	F. Building relationships with other children AA. Pretend play
Begin to separate self from others	E. Building relationships with adults
Show affection and bonds with familiar adults	E. Building relationships with adults
<b>Younger Toddler</b>	
Participate in celebrations and other cultural events if observed	<i>Does not align</i>
Begin to demonstrate a sense of belonging to a group by engaging in parallel play	F. Building relationships with other children
Begin to notice differences in others	FF. Knowledge of self and others
Use simple words to show recognition of family members and familiar adults	E. Building relationships with adults F. Building relationships with other children
<b>Older Toddler</b>	
Participate in and imitate celebrations and other cultural events for family, peers, and community if observed	<i>Does not align</i>
Begin to demonstrate a sense of belonging to a group by engaging in associative play	F. Building relationships with other children
Begin to gesture and ask simple questions regarding differences and/or similarities between self and others	FF. Knowledge of self and others
<b>Younger Preschool</b>	
Participate in and describe own family, community, and cultural celebrations if observed	FF. Knowledge of self and others
Begin to assimilate family, community, and cultural events in cooperative play	AA. Pretend play FF. Knowledge of self and others
Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others	FF. Knowledge of self and others



## Indiana's Early Learning Development Framework

## COR Advantage Items

<b><i>Social Studies Foundation 1: Self, CONT</i></b>	
<b>SS1.1: Demonstrate development of self, CONT</b>	
<b>Older Preschool</b>	
Participate in and describe local, state, and national events and celebrations if observed	FF. Knowledge of self and others
Identify/honor key people in history	<i>Does not align</i>
Assimilate family, community, and cultural cooperative play	AA. Pretend play FF. Knowledge of self and others
Build awareness, respect, and acceptance for differences in people and acknowledge connections	FF. Knowledge of self and others
<b><i>Social Studies Foundation 2: History and Events</i></b>	
<b>SS2.1: Demonstrate awareness of chronological thinking</b>	
<b>Younger Toddler</b>	
Adapt to changes in routine and/or schedule	G. Community
Anticipate events	HH. History
<b>Older Toddler</b>	
Begin to recognize the sequence of events as part of a daily routine	HH. History
<b>Younger Preschool</b>	
Recognize the sequence of events as part of a daily routine and as it relates to the passage of time	HH. History
<b>Older Preschool</b>	
Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured	HH. History
Begin to understand how time is measured	HH. History
<b>SS2.2: Demonstrate awareness of historical knowledge</b>	
<b>Younger Toddler</b>	
Respond to stories about time and age	M. Listening and comprehension

## Indiana's Early Learning Development Framework

## COR Advantage Items

Indiana's Early Learning Development Framework	COR Advantage Items
<b>Social Studies Foundation 2: History and Events, CONT</b>	
<b>SS2.2: Demonstrate awareness of historical knowledge, CONT</b>	
<b>Older Toddler</b>	
Begin to recall information from recent experiences	C. Reflection
<b>Younger Preschool</b>	
Begin to communicate concepts of time	C. Reflection HH. History
<b>Older Preschool</b>	
Demonstrate the awareness of change over time	HH. History
<b>SS2.3: Demonstrate awareness of the foundations of government</b>	
<b>Older Toddler</b>	
Begin to recognize familiar aspects of community or cultural symbols	<i>Does not align</i>
<b>Younger Preschool</b>	
Identify leaders and helpers in the home or classroom environment	FF. Knowledge of self and others
Recognize familiar aspects of community or cultural symbols	<i>Does not align</i>
<b>Older Preschool</b>	
Identify leaders and community helpers at home, school, and in environments	FF. Knowledge of self and others
Identify symbolic objects and pictures of local, state, and/or national symbols	<i>Does not align</i>
<b>SS2.4: Demonstrate awareness of the functions of government</b>	
<b>Infant</b>	
Demonstrate comfort in familiar routines, objects, and materials	G. Community
Respond to adult guidance about behavior	E. Building relationships with adults
<b>Younger Toddler</b>	
Begin to understand and follow basic guidance	G. Community

## Indiana’s Early Learning Development Framework

## COR Advantage Items

Indiana’s Early Learning Development Framework	COR Advantage Items
<b>SS2.4: Demonstrate awareness of the functions of government, CONT</b>	
<b>Older Toddler</b>	
Begin to demonstrate an understanding of rules	G. Community
<b>Younger Preschool</b>	
Begin to demonstrate an understanding of rules in the home, school environment, and the purposes they serve	G. Community
<b>Older Preschool</b>	
Demonstrate an understanding of rules in the home, school environment, and the purposes they serve	G. Community
<b><i>Social Studies Foundation 3: Geography</i></b>	
Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.	
<b>SS3.1: Demonstrate awareness of the world in spatial terms</b>	
<b>Infant</b>	
Begin to discover use of body and objects in the environment	T. Geometry: Shapes and spatial awareness
<b>Younger Toddler</b>	
Begin to respond to simple location terms	T. Geometry: Shapes and spatial awareness
Use a variety of materials to represent familiar objects	AA. Pretend play
<b>Older Toddler</b>	
Begin to use simple location terms	T. Geometry: Shapes and spatial awareness GG. Geography
Experiment with materials to represent objects in play	AA. Pretend play
<b>Younger Preschool</b>	
Identify location, directionality, and spatial relationships	T. Geometry: Shapes and spatial awareness GG. Geography
Begin to create simple representations of a familiar physical environment	AA. Pretend play

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b>Social Studies Foundation 3: Geography, CONT</b>	
<b>SS3.1: Demonstrate awareness of the world in spatial terms, CONT</b>	
<b>Older Preschool</b>	
Develop concepts and describe location, directionality, and spatial relationships	T. Geometry: Shapes and spatial awareness GG. Geography
Engage in play where one item represents another	AA. Pretend play
<b>SS3.2: Demonstrate awareness of places and regions</b>	
<b>Infant</b>	
Explore the immediate environment	GG. Geography
<b>Younger Toddler</b>	
Recognize parts of surroundings	GG. Geography
Look toward location where familiar objects are stored with the expectation of finding them	GG. Geography
<b>Older Toddler</b>	
Describe the characteristics of home and surroundings	GG. Geography
Know the location of objects and places in familiar environments	GG. Geography
<b>Younger Preschool</b>	
Identify and describe prominent features of the classroom, school, neighborhood, and community	GG. Geography
Begin to learn knowledge of personal and geographic information	GG. Geography
<b>Older Preschool</b>	
Use words to describe natural and man-made features of locations	GG. Geography
Become familiar with information about where they live and understand what an address is	GG. Geography

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b><i>Social Studies Foundation 3: Geography, CONT</i></b>	
<b>SS3.3: Demonstrate awareness of environment and society</b>	
<b>Younger Toddler</b>	
Show interest in various aspects of the environment	DD. Natural and physical world
<b>Older Toddler</b>	
Explore characteristics and ask questions about aspects of the environment	DD. Natural and physical world
<b>Younger Preschool</b>	
Begin to understand the relationship between humans and the environment	DD. Natural and physical world
<b>Older Preschool</b>	
Begin to describe the reciprocal relationship between humans and the environment	DD. Natural and physical world
<b><i>Social Studies Foundation 4: Economics</i></b>	
Early learners develop foundational skills in learning and understanding the functions of an economy.	
<b>SS4.1: Demonstrate awareness of economics</b>	
<b>Infant</b>	
Demonstrate preference for specific objects and people	A. Initiative and planning
<b>Younger Toddler</b>	
Communicate desire for objects and/or persons that are in the classroom or home	A. Initiative and planning
Imitate familiar roles and routines	AA. Pretend play
<b>Older Toddler</b>	
Use props related to buying and selling items during play	AA. Pretend play
Communicate wants and needs	L. Speaking
Recognize various familiar workers in the community	FF. Knowledge of self and others
Begin to role play different jobs	FF. Knowledge of self and others

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b>Social Studies Foundation 4: Economics, CONT</b>	
<b>SS4.1: Demonstrate awareness of economics, CONT</b>	
<b>Younger Preschool/Older Preschool</b>	
Begin to understand the purpose of money and concepts of buying and selling through play	AA. Pretend play
Develop an awareness that people work for money in order to provide for basic needs	<i>Does not align</i>
<b>Younger Preschool</b>	
Develop an awareness of the roles of various familiar community helpers/workers	FF. Knowledge of self and others
<b>Older Preschool</b>	
Describe community helpers/workers in terms of tools/equipment they use and services/products they provide	FF. Knowledge of self and others
<b>Younger Preschool/Older Preschool</b>	
Act out adult social roles and occupations	AA. Pretend play
<b>Social Studies Foundation 5: Citizenship</b>	
Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.	
<b>SS5.1: Demonstrate awareness of citizenship</b>	
<b>Infant</b>	
Interact with the environment to make needs known	A. Initiative and planning K. Personal care and healthy behavior
<b>Younger Toddler</b>	
Observe others carrying out routines and responsibilities and begin to imitate	G. Community
Make choices known	A. Initiative and planning
<b>Older Toddler</b>	
Participate in simple routines with adult support	G. Community
Identify preferences	D. Emotions

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b>Social Studies Foundation 5: Citizenship, CONT</b>	
<b>SS5.1: Demonstrate awareness of citizenship, CONT</b>	
<b>Younger Preschool</b>	
Assist adults with daily routines and responsibilities	G. Community
Choose simple daily tasks from a list of classroom jobs	<i>Does not align</i>
Begin to initiate helping tasks	G. Community
Demonstrate an understanding of how voting works	W. Data analysis
<b>Older Preschool</b>	
Demonstrate willingness to work together to accomplish tasks	F. Building relationships with other children G. Community
Identify simple tasks within the home, early childhood setting, or community	<i>Does not align</i>
Provide leadership in completing daily tasks	G. Community
Demonstrate an understanding of the outcome of a vote	W. Data analysis

## Indiana’s Early Learning Development Framework

## COR Advantage Items

<b>Creative Arts Foundation 1: Music</b>	
Early learners develop foundational skills that support creative expression through voice, instruments, and objects.	
<b>CA1.1: Demonstrate creative music expression</b>	
<b>Infant/Younger Toddler/Older Toddler</b>	
Respond to music by moving own body	Z. Movement
<b>Infant</b>	
Experiment with vocalizations and sounds	L. Speaking
React to familiar songs or music	Y. Music Z. Movement
<b>Younger Toddler</b>	
Imitate sounds using voice or objects	N. Phonological awareness
Sing along to familiar songs	N. Phonological awareness Y. Music
Make rhythmic patterns with objects	V. Patterns
<b>Older Toddler</b>	
Experiment with vocalizations, sounds, and musical instruments	Y. Music
Initiate singing a song repeatedly	Y. Music
Produce rhythmic patterns to familiar songs	V. Patterns Z. Movement
<b>Infant/Younger Toddler/Older Toddler</b>	
Participate in diverse musical genres and styles	<i>Does not align</i>
<b>Younger Preschool</b>	
Listen and respond to music	Y. Music Z. Movement
Participate in classroom experiences with musical instruments and singing to express creativity	Y. Music



## Indiana's Early Learning Development Framework

## COR Advantage Items

Indiana's Early Learning Development Framework	COR Advantage Items
<b><i>Creative Arts Foundation 1: Music, CONT</i></b>	
<b>CA1.1: Demonstrate creative music expression, CONT</b>	
<b>Older Preschool</b>	
Respond to changes heard in music	Y. Music Z. Movement
Use familiar rhymes, songs, chants, and musical instruments to express creativity	Y. Music
<b>Younger Preschool/Older Preschool</b>	
Sing songs that use the voice in a variety of ways	Y. Music
Respond to rhythmic patterns in music	V. Patterns Z. Movement
Describe feelings and reactions in response to diverse musical genres and styles	Z. Movement
<b><i>Creative Arts Foundation 2: Dance</i></b>	
Early learners develop foundational skills that support creative expression through movement.	
<b>CA2.1: Demonstrate creative movement expression</b>	
<b>Infant</b>	
Respond to music with body movements	Z. Movement
<b>Younger Toddler</b>	
Use whole body to respond to music	Z. Movement
<b>Older Toddler</b>	
Use dance for self-expression	Z. Movement
<b>Younger Preschool/Older Preschool</b>	
Convey ideas and emotions through creative movement expression (with or without music)	Z. Movement
<b>Older Preschool</b>	
Purposefully select movements that communicate ideas, thoughts, and feelings	Z. Movement

## Indiana's Early Learning Development Framework

## COR Advantage Items

Indiana's Early Learning Development Framework	COR Advantage Items
<b>Creative Arts Foundation 3: Visual Arts</b>	
Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.	
<b>CA3.1: Demonstrate creative expression through the visual art process</b>	
<b>Infant</b>	
Explore simple art materials	X. Art
<b>Younger Toddler</b>	
Use simple art materials	X. Art
Express preferences for certain art materials	X. Art
<b>Older Toddler</b>	
Enjoy repetition of materials and experiences	X. Art
<b>Younger Preschool</b>	
Use colors, lines, and shapes to communicate meaning	X. Art
<b>Older Preschool</b>	
Identify and use colors, lines, and shapes found in the environment and in works of art	X. Art
<b>CA3.2: Demonstrate creative expression through visual art production</b>	
<b>Infant</b>	
Respond to various textures and sensory materials	X. Art
<b>Younger Toddler</b>	
Explore a variety of media	X. Art
<b>Older Toddler</b>	
Use a variety of media	X. Art
<b>Younger Preschool/Older Preschool</b>	
Progress in ability to create drawings, models, and other art using a variety of materials	X. Art
<b>Younger Preschool</b>	
Develop growing ability to plan, work independently, and demonstrate care in a variety of art	X. Art

## Indiana’s Early Learning Development Framework

## COR Advantage Items

<b><i>Creative Arts Foundation 3: Visual Arts, CONT</i></b>	
<b>CA3.2: Demonstrate creative expression through visual art production, CONT</b>	
<b>Older Preschool</b>	
Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	X. Art

*Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)*

<b>CA3.3: Demonstrate creative expression through art appreciation</b>	
<b>Infant</b>	
Show preference for particular visual stimuli	P. Reading
<b>Younger Toddler</b>	
Express likes or dislikes of certain colors or patterns	<i>Does not align</i>
Look at pictures, photographs, and illustrations	P. Reading
<b>Older Toddler</b>	
Communicate preferences while looking at pictures, photographs, and illustrations	<i>Does not align</i>
Compare and contrast own creations and those of others	BB. Observing and classifying
<b>Younger Preschool/Older Preschool</b>	
Observe and discuss art forms	X. Art
Reflect on differences and preferences when encounters artwork	<i>Does not align</i>
Share ideas about personal creative work	X. Art

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b><i>Creative Arts Foundation 4: Dramatic Play</i></b>	
Early learners develop foundational skills that support creative expression through dramatic play.	
<b>CA4.1: Demonstrate creative expression through dramatic play</b>	
<b>Infant</b>	
Engage in onlooker play	AA. Pretend play
Begin to exhibit skills in solitary play	AA. Pretend play
Begin to imitate the actions and expressions of caregivers	AA. Pretend play
Begin to recognize that certain actions will draw responses	C. Reflection
<b>Younger Toddler</b>	
Engage in solitary play	AA. Pretend play
Begin to exhibit skills in parallel play	AA. Pretend play
Use objects as symbols for other things	AA. Pretend play
Demonstrate simple character/animal sounds with motions	AA. Pretend play
<b>Older Toddler</b>	
Engage in parallel play	AA. Pretend play
Begin to exhibit skills in associative play	AA. Pretend play
Spontaneously pretend to take on the characteristics of a person, character, or animal	AA. Pretend play
Express self through dramatic play	AA. Pretend play
<b>Younger Preschool/Older Preschool</b>	
Engage in associative and cooperative play	AA. Pretend play
<b>Younger Preschool</b>	
Use a variety of props to demonstrate themes about life experiences, ideas, and feelings	AA. Pretend play
<b>Older Preschool</b>	
Role-play imaginary events and characters	AA. Pretend play

**Indiana’s Early Learning Development Framework**

**COR Advantage Items**

<b><i>Creative Arts Foundation 4: Dramatic Play, CONT</i></b>	
<b>CA4.1: Demonstrate creative expression through dramatic play, CONT</b>	
<b>Younger Preschool/Older Preschool</b>	
Participate freely in dramatic play experiences that become of increased duration and complexity	AA. Pretend play

## Indiana’s Early Learning Development Framework

## COR Advantage Items

<b>Physical Health and Growth Foundation 1: Health and Well-Being</b>	
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	
<b>PHG1.1: Demonstrate development of healthy practices</b>	
<b>Infant</b>	
Passively participate in health and hygiene-related behaviors initiated by an adult	<i>Does not align</i>
<b>Younger Toddler</b>	
Participate with adult support in health and hygiene-related behaviors	K. Personal care and healthy behavior
Imitate personal health practices	K. Personal care and healthy behavior
<b>Older Toddler</b>	
Practice health and hygiene-related behaviors with reminders	K. Personal care and healthy behavior
Imitate an experience of participating in a doctor or dentist visit	AA. Pretend play FF. Knowledge of self and others
<b>Younger Preschool</b>	
Demonstrate health and hygiene-related behaviors with reminders	K. Personal care and healthy behavior
Identify the difference between sick and well	<i>Does not align</i>
<b>Older Preschool</b>	
Demonstrate health and hygiene-related behaviors with minimal prompting	K. Personal care and healthy behavior
Communicate practices that promote healthy living and prevent illness for self and family members	K. Personal care and healthy behavior
<b>Younger Preschool/Older Preschool</b>	
Engage in sociodramatic play to demonstrate the roles of medical professionals	AA. Pretend play FF. Knowledge of self and others

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b>Physical Health and Growth Foundation 1: Health and Well-Being, CONT</b>	
<b>PHG1.2: Demonstrate development of safety practices</b>	
<b>Infant</b>	
Use key adults as a secure base when exploring the environment	E. Building relationships with adults
Seek reassurance from a trusted caregiver when encountering an unfamiliar person or object	E. Building relationships with adults
<b>Younger Toddler/Older Toddler</b>	
Demonstrate awareness of danger	<i>Does not align</i>
<b>Younger Toddler</b>	
Respond to adult direction to change behavior in order to avoid danger or prevent injuries	G. Community
<b>Older Toddler</b>	
Recall behaviors that prevent injuries	<i>Does not align</i>
Respond to adult guidance and direction regarding safety	G. Community
<b>Younger Preschool</b>	
Identify ways to play safely	K. Personal care and healthy behavior
Follow simple safety rules while participating in activities	G. Community K. Personal care and healthy behavior
<b>Older Preschool</b>	
Demonstrate basic safety knowledge	K. Personal care and healthy behavior
Participate, with adult support, to develop safety rules for an activity	K. Personal care and healthy behavior
<b>PHG1.3: Demonstrate development of nutrition awareness</b>	
<b>Infant/Younger Toddler/Older Toddler</b>	
Express when hungry or full	K. Personal care and healthy behavior

## Indiana's Early Learning Development Framework

## COR Advantage Items

<i>Physical Health and Growth Foundation 1: Health and Well-Being, CONT</i>	
<b>PHG1.3: Demonstrate development of nutrition awareness, CONT</b>	
<b>Infant</b>	
Show food preferences	<i>Does not align</i>
Begin following a regular eating routine	G. Community
Demonstrate awareness of different textures of food	BB. Observing and classifying
Help with self-feeding	K. Personal care and healthy behavior
<b>Younger Toddler</b>	
Try new foods	<i>Does not align</i>
Follow a regular eating routine	G. Community
Feed self with some assistance	K. Personal care and healthy behavior
<b>Older Toddler</b>	
Make simple food choices depending on personal and cultural preference	<i>Does not align</i>
Communicate about various characteristics of food	K. Personal care and healthy behavior
Feed self with minimal assistance	K. Personal care and healthy behavior
<b>Younger Preschool/Older Preschool</b>	
Respond to physical cues when hungry, full or thirsty	K. Personal care and healthy behavior
<b>Younger Preschool</b>	
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy	K. Personal care and healthy behavior
Distinguish between nutritious and less nutritious foods	K. Personal care and healthy behavior
Independently feeds self	K. Personal care and healthy behavior



## Indiana's Early Learning Development Framework

## COR Advantage Items

<i>Physical Health and Growth Foundation 1: Health and Well-Being, CONT</i>	
<b>PHG1.3: Demonstrate development of nutrition awareness, CONT</b>	
<b>Older Preschool</b>	
Communicate about variety and amount of foods needed to be healthy	K. Personal care and healthy behavior
Name food and beverages that help to build healthy bodies	K. Personal care and healthy behavior
Independently feeds self using utensils	K. Personal care and healthy behavior
<i>Physical Health and Growth Foundation 2: Senses</i>	
Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.	
<b>PHG2.1: Demonstrate how the five senses support processing information</b>	
<b>Infant</b>	
Manipulate objects to see what will happen	CC. Experimenting, predicting, and drawing conclusions
<b>Younger Toddler</b>	
Try a new action with a familiar object	CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler</b>	
Test objects to determine their purpose	CC. Experimenting, predicting, and drawing conclusions
<b>Younger Preschool</b>	
Take things apart and attempt to put them back together	CC. Experimenting, predicting, and drawing conclusions
<b>Older Preschool</b>	
Take things apart and invent new structures using the parts	CC. Experimenting, predicting, and drawing conclusions

## Indiana's Early Learning Development Framework

## COR Advantage Items

<i>Physical Health and Growth Foundation 2: Senses, CONT</i>	
<b>PHG2.2: Demonstrate development of body awareness</b>	
<b>Infant</b>	
Show awareness of own body and start to move intentionally	I. Gross-motor skills
Interact with adults in physical activities	I. Gross-motor skills
<b>Younger Toddler/Older Toddler</b>	
Identify basic body parts	K. Personal care and healthy behavior
<b>Younger Toddler</b>	
Use trial and error to discover how the body and objects move through space	I. Gross-motor skills
Use simple movement skills to participate in active physical play	I. Gross-motor skills
<b>Older Toddler</b>	
Demonstrate awareness of own body in space and in relationship to objects	I. Gross-motor skills
Participate in active physical play and structured activities requiring spontaneous and instructed body movements	I. Gross-motor skills
<b>Younger Preschool/Older Preschool</b>	
Identify and describe function of body parts	K. Personal care and healthy behavior
Demonstrate awareness of own body in relation to other people and objects through play activities	I. Gross-motor skills
Participate in structured and unstructured active physical play exhibiting strength and stamina	I. Gross-motor skills
Demonstrate basic understanding that physical activity helps the body grow and be healthy	K. Personal care and healthy behavior

## Indiana's Early Learning Development Framework

## COR Advantage Items

<b>Physical Health and Growth Foundation 3: Motor Skills, CONT</b>	
Early learners develop foundational skills that support the development of fine and gross motor coordination.	
<b>PHG3.1: Demonstrate development of fine and gross motor coordination</b>	
<b>Infant</b>	
Demonstrate hand-eye coordination and participate in a variety of activities to enhance coordination	J. Fine-motor skills
Begin to develop coordination and balance, often with support	I. Gross-motor skills
Develop control of head and back, progressing to arms and legs	I. Gross-motor skills
<b>Younger Toddler</b>	
Gain control of hands and fingers	J. Fine-motor skills
Begin to develop coordination and balance, requiring less support	I. Gross-motor skills
<b>Older Toddler</b>	
Use hand-eye coordination to manipulate smaller objects with increasing control	J. Fine-motor skills
Develop coordination and balance	I. Gross-motor skills
Develop gross motor control for a range of physical activities	I. Gross-motor skills
<b>Younger Preschool</b>	
Refine grasp to manipulate tools and objects	J. Fine-motor skills
Demonstrate coordination and balance	I. Gross-motor skills
Coordinate movements to perform a task	I. Gross-motor skills
<b>Older Preschool</b>	
Perform fine-motor tasks that require small-muscle strength and control	J. Fine-motor skills
Demonstrate coordination and balance in a variety of activities	I. Gross-motor skills
Coordinate movements to perform a complex task	I. Gross-motor skills

Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)

## Indiana's Early Learning Development Framework

## COR Advantage Items

Physical Health and Growth Foundation 3: Motor Skills, CONT	
PHG3.2: Demonstrate development of oral motor skills	
<b>Infant/Younger Toddler/Older Toddler/Younger Preschool</b>	
Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	<i>Does not align</i>
Physical Health and Growth Foundation 4: Personal Care	
Early learners develop foundational skills that support the independent care of one's self.	
PHG4.1: Demonstrate increased independence in personal care routines	
<b>Infant</b>	
Participate passively in dressing and undressing self	<i>Does not align</i>
<b>Younger Toddler</b>	
Show interest in assisting with personal body care practices	K. Personal care and healthy behavior
Show interest in assisting with dressing and undressing self	K. Personal care and healthy behavior
Exhibit beginning awareness of toileting needs	K. Personal care and healthy behavior
<b>Older Toddler</b>	
Participate with adult support in personal body care practices	K. Personal care and healthy behavior
Participate with adult support in dressing and undressing self	K. Personal care and healthy behavior
Communicate toileting needs	K. Personal care and healthy behavior
<b>Younger Preschool</b>	
Attend to personal body care practices with reminders	K. Personal care and healthy behavior
<b>Older Preschool</b>	
Attend to personal body care practices with minimal adult support	K. Personal care and healthy behavior
<b>Younger Preschool/Older Preschool</b>	
Independently dress and undress self	K. Personal care and healthy behavior
Independently attend to toileting needs	K. Personal care and healthy behavior

## References

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